**ELD Weekly Planner**

**Function(s): Describe Past Tense, Use Commands, Key Vocabulary Instructional Materials: *Edge* Fundamentals**

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| Objectives | | Monday the 28 | Tuesday the 1 | Wednesday the 2 | Thursday the 3 | Friday the 4 |
| I will use (topic vocabulary, pattern, or reading strategy) in order to (do what?). | | I will use irregular past tense in order to describe events in the past. | I will use irregular past tense in order to describe events in the past. | I will use past tense in order to describe a problem and solution. | I will use commands in order to give commands. | I will use key vocabulary to explore how the body and mind work together for survival. |
| Language to Teach | |  |  |  |  |  |
| **Language Patterns “Mortar”**  **See ELD Matrix Tab 3 Function Tools** | **Grammatical Forms** to help determine the “mortar” patterns. | Past Tense | Past Tense | Past Tense | Command Form | Various Sentence Frames |
| Patterns for Prompts | Various Oral / Written Examples | Various Oral / Written Examples | Hurricanes, floods, and tornadoes are major challenges. Most people do not have to face disasters like those. But people face smaller challenges every day. What challenges have you faced? Choose one. Write a paragraph about a challenge that you faced. | When you want to tell someone to do something, use a command. Start a command with a verb. | Frayer Models |
| Patterns for Responses | Various Oral / Written Examples | Various Oral / Written Examples | Paragraph Organizer | Respond to the command with words such as “Ok” and “I’ll \_\_\_\_\_ right away.” | Frayer Models |
| **Topic Specific Vocabulary** “Bricks” | | Irregular Past Tense - Brought, Made, Took, Told, Saw, Knew | Review of Irregular Past Tense | Past Tense  Problem and Solution | Statement, Question, Command | blood vessel, circumstances, danger, energy, escape, perspire, physical, system |
| Instructional Sequence | |  |  |  |  |  |
| **Warm-Up** | | Use the *Did* and *Had* in sentences. | Think, Pair, Share - What is regular past tense? What is irregular past tense? | Think, Pair, Share - What was a problem that you had in your life? | Tap Prior Knowledge - I will model giving commands and having students carry out the commands. Say: Stand up. Sit down. Be quiet. | Think, Pair, Share - Do you need air to survive? Do you need water to survive? |
| **I Do** | | I will review the concepts of irregular past tense. *Add -ed to most verbs to show that an action already happened. Some verbs have a special form for the past tense. These verbs are* ***irregular verbs****.* I will read the chart and examples while students repeat and spell the irregular past tense verbs. Then I will say: *Notice that the past form of each of these verbs stays the same, no matter what the subject is.* | I will review adding -ed to most past tense verbs and then work through the examples of irregular past tense verbs in the chart on page 290. I will write additional sentences with empty spaces with one of the irregular past tense verbs in the chart. For example: *We \_\_\_\_\_ to the movies yesterday. We \_\_\_\_ dinner after the movies.* | I will read the prompt aloud and rephrase words that may be difficult for students. I will say: *A challenge is something that is hard to do. For example, running in a long race for the first time is a challenge.* I will rephrase *What challenges have you faced?* as *What challenges have you experienced?*  I will read and explain the example Problem-Solution Chart to students. | I will read aloud the rules and examples and have students repeat each example. I will point out the differences between the statements, questions, and commands.  I will read aloud the commands and point out how my voice changes for each kind of sentence. Then I will have students repeat each sentence while I monitor for correct intonation. | Teacher pronunciation and explanation of word. |
| **We Do** | | **Oral Practice**. Students will work together to say each sentence in present and then change it to past. I will circulate and monitor.  **Written Practice (Check for Understanding)**. Students will change the verb to past tense and write the sentence. | **Oral Practice**. Students will work together to say each sentence in present and then change it to past. I will circulate and monitor.  **Written Practice (Check for Understanding)**. Students will change the verb to past tense and write the sentence. | We will brainstorm a list of challenges they might write about, such as helping a friend through a difficult situation. I will use one of the ideas and we will create a Problem/Solution Chart together.  I will use the example and the Paragraph Organizer to model how to write the paragraph. | **Say It**. I will demonstrate how to choose whether each item is a statement, a command, or a question. I will guide students into understanding that if the sentence ends with a question mark, it is a question. If it begins with a verb, it is a command.  **Write It (Check for Understanding)**. Students will write five commands using different verbs. | Students repeat word (several times). Thumbs Up / Thumbs Down to Check for Understanding |
| **You Do** | | Students will complete pages 111-113 in the *Edge* Grammar & Writing Practice Book. | Students will complete pages 114-117 in the *Edge* Grammar & Writing Practice Book. | Tell about a challenge you faced. Use the Paragraph Organizer to help you. Be sure to use the correct verb tenses in your paragraph. | Students will complete page 118 in the *Edge* Grammar & Writing Practice Book. | Frayer Models |
| **Closure** | | Ticket Out | Ticket Out | Share your paragraph with a partner/group. | Ticket Out | Share your models with a partner. |